

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12KS1

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Robert Leis

Official School Name: Marshall Elementary School

School Mailing Address: 1015 N. Jefferson
Eureka, KS 67045-2418

County: Greenwood State School Code Number*: 020

Telephone: (620) 583-5537 E-mail: rleis@389ks.org

Fax: (620) 583-8206 Web site/URL: www.389ks.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Randy Corns Superintendent e-mail: rcorns@389ks.org

District Name: USD 389 Eureka District Phone: (620) 583-5588

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Alan Johnson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12KS1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12KS1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
(per district designation): 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 8707

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	18	19	37		6	23	29	52
K	31	34	65		7	0	0	0
1	27	30	57		8	0	0	0
2	26	26	52		9	0	0	0
3	24	21	45		10	0	0	0
4	26	23	49		11	0	0	0
5	18	20	38		12	0	0	0
Total in Applying School:								395

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 9%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2010	387
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 67%

Total number of students who qualify: 264

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

Total number of students served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>24</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>2</u>
Paraprofessionals	<u>18</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>55</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12KS1

Marshall Elementary is a prekindergarten through sixth grade elementary school in Eureka, KS. Eureka is a small rural community nestled on the banks of Fall River in the middle of the Flint Hills in south central Kansas. Once a strong oil producing and agricultural town, Eureka has been on the decline in both business environment as well as population for the past twenty years. The population is now around 2700. As residents moved away, businesses like Sears and JC Penney left town and were replaced by local stores and/or empty buildings. The once bustling Greenwood County seat was slowly in decline. New efforts to reverse this trend have been established in recent years with the city of Eureka and the Eureka Foundation taking the lead to push toward the future. Until recently, the school district also experienced a steady decline in enrollment. Only in the past few years has the student population seen small gains. The at-risk and free and reduced lunch student population soared in a very few years to reach sixty-eight percent.

Marshall Elementary was built in 2002 to replace a building that was steeped in history and tradition. The transition was difficult for the staff with our school going through three principals in five years. During this time, many staff members also left the building, taking new positions elsewhere or moving into retirement. The low point was in the spring of 2007 when state assessment scores in the low 70s barely met AYP. In the fall of 2007, the focus was changed yet again by another new administrator. Through all of these challenges, the teachers and staff continued to work hard to push for student success. The emphasis transitioned to a focus on what we could do that is best for our students. Teachers began to look beyond tradition to find ways to reach our ever-growing population of low socioeconomic students. Classroom activities were adjusted to better meet the needs of each student with an emphasis on the individual needs of each child.

Teachers and staff members spent many evening and summer hours to determine a new direction for our school's curriculum. Teachers met across grade levels to make sure skills were appropriately taught at the correct level. A team of teachers and administrators worked together to develop curriculum that was designed to drive instruction and eliminate gaps. Through this process over the next few years an attitude of teamwork developed among the administrators, teachers, staff and students. Marshall's assessment scores on the Kansas State Assessment shot into the 90s where they have remained each year since.

Teachers and staff members also visited other schools to determine what instructional strategies worked best for them. Through these visits it was determined that implementing a school wide Title program would better utilize resources and increase our success. The program was designed to use a student-centered approach toward learning. Kagan Cooperative Learning was also embedded within the curriculum to help the students develop academic skills and also build social skills that many of our students were lacking. The traditional teacher centered classroom was modified to one where student participation and success became the focus.

As teachers and staff began to focus on the individual skills of each child, a new attitude began to take shape. A team of teachers worked together to implement a Response To Intervention (RTI) type model in the school. This model, which Kansas named Multi Tier System of Support (MTSS), allows each student to receive instruction in math and reading for one hour per day. Students who continue to struggle receive additional support in Tier Two for thirty minutes while other students work on material closer to each individual's ability level. An additional thirty minutes of Tier Three time is also available for students who need further individualized support. Each of these tiers limits the number of students to help create a smaller teacher-student ratio. Teachers and staff continually work together to make sure each student is placed in an environment that best meets his or her needs. The objective is to make sure every child has the opportunity to be successful.

The vision and mission statements were written by a group of teachers, paraprofessionals, parents, administrators and community members. They are based on the premise that schools exist to meet the needs of the students, parents, and community members. The vision of Marshall Elementary is, “We are a learning community that promotes academic excellence and social responsibility.” The mission statement states, “In order to achieve this goal the ‘Marshall Family’ including students, parents, community, and staff, will encourage and carry out the following: Academic Excellence, Responsibility, Self Discipline, Leadership, and Collaboration.”

1. Assessment Results:

Students at Marshall Elementary take the Kansas Computerized Assessments in Reading and Math in grades three, four, five, and six. These assessments were developed by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas to align with the Kansas State Standards. These assessments are administered each spring to all Kansas students from grades three to eight as well as once at the high school level. Results are divided into five different performance levels. The levels are ranked from highest to lowest: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, and Academic Warning.

The expectation is that all students will score in the “Meets Standard” category or higher. The total number of students that score Meets Standard or higher is expressed as a percentage of the total tested student population. The state of Kansas also recognizes schools that have students who perform above and beyond the minimum requirement. A Standard of Excellence award is given to each grade level that meets those higher expectations.

Everyone at Marshall Elementary would like to see 100% of our student population meeting or exceeding the “Meets Standard” category. We would also like each class to attain the Standard of Excellence award each year. Even with these lofty goals, teachers and staff want each child to be successful. We emphasize the most important expectation at Marshall Elementary is that all students have the opportunity to do his or her best. Each child having that opportunity is the true measure of success.

In the fall of 2007, the faculty and staff of Marshall Elementary expressed concerns about the performance of their students. Test scores had fallen each of the previous three years and student performance was down considerably. Teachers and administrators began to look for new teaching practices. Research-based strategies such as Kagan Cooperative Learning and Math MAPS Plus were implemented. Before school Breakfast Club and afterschool TEAM programs were established to better enable struggling students to have one-on-one opportunities to gain necessary skills. The use of technology driven instruction began to take shape. New programs like Study Island and IXL math were implemented to offer differentiated instructional opportunities.

Along with new teaching strategies, the building curriculum was similarly analyzed to determine its effectiveness. Teachers evaluated the curriculum at each grade level and cross-referenced it to adjacent grades to make sure gaps in instruction did not exist. Teachers considered items students should be mastering as well as items to be introduced to expose students to next year’s curriculum.

An increase in our at-risk student population required Marshall staff to also look at other areas of instruction. Marshall Elementary applied for and was accepted as a school wide Title One program. This allowed the full implementation of our MTSS program to effectively use all staff to target students at their level of performance.

The performance trends in scores from the Kansas State Assessment for Marshall Elementary showed significant growth after 2007 and steady improvement in student scores each year after. Within the last five years the percentage of students passing the math and the reading assessments have risen dramatically. Math assessment scores as a building that had shown only 70.7% of students passing the assessment in 2007 have risen to 96.6% passing. This is an increase of 25.9%. Reading scores in the last five years have also risen from a low of 76.6% in 2007 to 97.8% in 2011, an increase of 21.2%. This score follows a high of 98.4% in 2010. If the data tables are analyzed further, they show that not only are more students passing the assessments, but also more students are scoring in the highest categories of Exceeds Standard and Exemplary. This occurs at almost every grade level in math and reading.

The trends were likewise experienced in the scores for Free and Reduced Lunch/Socio-economic Disadvantaged students. Even though the number of students considered at-risk at Marshall has risen by about 20% in the past five years, the scores of these students have kept pace or surpassed the average of all students. In 2007, only 58% of Marshall at-risk students received a passing score on the math assessment. In 2011, 94.4% of these students passed the math assessment, a jump of 36.4%. In 2007, only 70.3% of Marshall at-risk students passed the reading assessment. In 2011, 96.3% passed, a jump of 26%. The percentage of students scoring Exceeds Standard and Exemplary also increased significantly in both reading and math.

Even with the student success we have experienced, Marshall teachers and staff continued to look for the most effective ways to better meet the needs of each child. For the last two years, teachers and staff were able to work together to move all students out of the lowest category of Academic Warning. Marshall teachers and students will continue to work toward the goal that all students score Meet Standard or above on assessments. This will be done not by a focus of any one test, but by the expectation that all students will have the opportunity to learn the skills necessary to be successful.

2. Using Assessment Results:

Marshall Elementary teachers and staff work diligently together to ensure every student has an opportunity to learn. Through this, a system was developed to place each student in an optimum environment to meet his or her learning needs. Students are placed in a Tiered system that better meets the needs of each individual. They are continually assessed to check for understanding and to locate potential areas of concern. This is a fluid process where students are moved in and out of tiers as their skills develop. This system requires that students be continuously evaluated. Lessons are developed to meet the individual needs of each child.

Students begin the year by taking the Measures of Academic Progress (MAP) assessment. The scores on this assessment along with the other assessments given allow the teacher to have a baseline for which to begin instruction. The individual needs of each student are evaluated continuously throughout the year to assure academic success. The MAP assessment and the MAP for Primary are used to determine the starting point for instruction as well as the need for additional intensive coaching. These assessments are given once in the fall, once in the winter and once in the spring. The MAP screening tool can be given every three weeks to better evaluate the development of each student.

Teachers and staff also use the PALS: Phonological Awareness Literacy Screening. This assessment is given to students in kindergarten through third grade. This comprehensive reading assessment is given three times per year and assists instructors in identifying struggling readers. Students who are performing below grade level are supported by our Title I program through MTSS, which involves a three TIER system of support. We use the data obtained from this particular assessment to make decisions on the level of intervention a student needs and to match the interventions available. Through this intensive group intervention process, many students are able to be removed from TIER groups and perform successfully at grade level.

Formative assessments have been developed by the Kansas Department of Education to give the students an opportunity to practice skills needed for the state assessments. These assessments usually begin in early January and continue through the end of February. They are computerized and look in many ways like the Kansas Computerized Assessment. The Formatives give teachers the opportunity to see what skill areas need further development. Teachers can then adjust instruction to better help an individual student who may continue to struggle.

The Kansas State Assessments or Kansas Computerized Assessments that were developed by CETE and The University of Kansas are used as a final check for understanding. Students in grades three through six take these assessments in March and April in the areas of Reading and Math. Teachers use the data obtained to evaluate needed changes in the curriculum for the next year. This is a continual process. As teachers prepare the students for the assessment, the data is disaggregated to determine what changes are

necessary to further student success. The teachers analyze the standards to determine if there is a need to change instruction, and the entire process begins again.

The teachers and staff at Marshal Elementary recognize the need for a strong relationship to exist between school and home. During this entire process, parents are continually informed of their child's performance on these assessments as well as classroom activities. Teachers discuss needs and concerns of each child with parents and guardians and make plans as a team to address the concerns. Each student carries his or her daily planner and/or homework folder home at the end of each school day, which allows teachers to communicate day-to-day activities. Parents sign the planner and return notes to the teacher as needed. This teamwork allows better communication between home and school, which keeps students more accountable and gives them a better chance to be successful.

3. Sharing Lessons Learned:

The Marshall Elementary staff has long believed that through working together as a whole, our students have a better chance to be successful. The staff has had numerous opportunities to share ideas and strategies with colleagues from the building as well as visitors from other schools. Our goal is to create and maintain an environment that is conducive to learning. We strive to research strategies that lead to student success, find the strategies that work for us, and share them with each other.

Our teachers and staff have been willing to share ideas and strategies whenever possible. On several occasions administrators and teachers from other districts have visited Marshall Elementary. We feel success is something meant to be shared. Teachers are given the opportunity to visit classes and discuss strategies that have been successful with students. This often leads to phone calls and emails to further discuss ideas that can be useful to help a struggling child. Classroom visits by members of the educational community are essential to sharing ideas that can help improve student success.

After the administration and staff implemented many of the research-based strategies at Marshall Elementary, the district noticed a dramatic increase in achievement by the students. This success did not tend to translate to success at Eureka Junior/Senior High School. After much discussion about the issue, it was decided to send one of our teachers over to help implement some of the strategies into that building as well as to help at-risk students. Eureka Junior/Senior High School was "on watch" after missing AYP and was in the process of writing a plan of improvement. After one year of using strategies taken from the experience at Marshall Elementary, Eureka Junior/Senior High School met AYP as well as made Standard of Excellence in many areas. The process of working with at-risk students was so successful that the teacher who helped implement the programs became the assistant principal of that building as well as the director of curriculum for the district.

We feel the administration must also be willing to work with others. The principal of Marshall is a mentor to another principal in southeast Kansas. Both school leaders have the opportunity to discuss issues that impact the education of children. There have been many opportunities to share ideas on instruction, behavior management, and school culture.

4. Engaging Families and Communities:

Teachers and administrators make it a priority to engage parents and community members in Marshall Elementary activities. Each school year begins with an Open House that is designed to allow parents and family members the opportunity to tour the building and meet teachers. Parents and students are encouraged to look around and become familiar with the building. We create a carnival-like atmosphere with a scavenger hunt and popcorn to help reduce the stress of our students as they anticipate the first day of school.

Volunteer opportunities permit parents to actively participate in the daily functions of the school. Site Council, a group that is made up of community members and elementary staff, publicizes school events

and gains feedback from the community. Parents and Teachers Together (PTT) is a volunteer group that works closely with the school. Parents and community members also volunteer in classrooms, helping teachers and tutoring students.

Many exciting opportunities exist for parents and community members to become involved at Marshall. Our students honor many in the community by presenting a yearly Veteran's Day program. Family members experience a sample of school life during evening Family Fun Nights, which are designed to be interactive. Parents complete activities similar to those done by students during the school day. Music and PE nights exist in tandem to encourage family participation. A carnival occurs each year for families to enjoy together.

Marshall Elementary also offers many traditional parent involvement activities. Parent Teacher Conferences occur for parents and teachers to discuss the individual student's needs. On average over ninety-five percent of our parents participate.

Community members are welcome at Marshall. The local recreation commission provides athletics and other activities for our students. The Lions Club offers an annual holiday party for students. The Shriners club takes students to the Shrine Circus each spring. Parents and staff members volunteer for a Holiday Store that allows students to purchase low-cost or no-cost gifts for family members during the holiday season.

Successful coordination of so many helpers requires effective communication. School Reach allows our principal to automate telephone calls to all involved parties. In addition to School Reach, the local newspaper, *The Eureka Herald*, does a wonderful job of publicizing student successes and honoring student for their hard work.

1. Curriculum:

Marshall Elementary offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. Programs and services strive to support the learning needs of students in all grades and at all levels. The core curriculum focuses on standards set by the Kansas Department of Education and District Standards. Our vision parallels the goals and qualities of a highly effective school; we are aiming for all staff members/teachers at all levels to be responsible for every student. Highly effective schools show a revolving circle of dedication and teamwork to create higher gains in student success, as demonstrated by the vertical and horizontal alignment of our curriculum. Marshall Elementary places great emphasis on early intervention and targets at-risk students from a very early age so those students receive the assistance and support they need to thrive in our learning environment. Students who are deemed at risk of failing are given additional support in our Title Program, as well as before and after school programs. Faculty members have researched, designed, and used instructional strategies, innovations, and activities that are researched-based and reflective of best practice. To ensure that every student is accountable and active in the learning process, teachers have been trained to incorporate Kagan Cooperative Learning structures, activities, and team building social skills.

Reading/Language Arts instruction at Marshall Elementary begins with Animated Literacy, a strong phonics program that builds from Kindergarten to 2nd Grade. Students are then given the opportunity to succeed at their own reading level through the use of leveled readers, ability groups, Accelerated Reader, computer/web-based programs like Academy of Reading and Study Island. Through the use of the MTSS program, students are given extra support to meet their individual needs.

Math instruction is supported by the use of Harcourt math curriculum materials and the MAPS + Computation and Problem Solving program. Skills are reinforced and enriched through the use of hands on manipulatives, standards based computer programs like Academy of Math, IXL, and Study Island, which are all fun and engaging. Through the use of ability groups and MTSS, students are again given the opportunity to succeed.

Science instruction is state standard based through the use of science inquiry and investigation. The use of multi-media resources allow students to be actively engaged in the learning process. Teachers go beyond the textbook to connect learning to the real world for their students.

Visual Arts Classroom teachers integrate visual arts throughout the curriculum to support instruction, generate creative thinking, and encourage different learning styles.

Performing Arts at Marshall Elementary is introduced at the pre-school level. Classroom teachers use songs, cheers and chants as mnemonic aids to encourage success. Students explore various music styles, rhythms, and movement in music class 4 days a week. Through All-School sing-alongs and music programs students feel a sense of community and take pride in our building. At the 5th and 6th grade level students are given the opportunity to participate in an instrumental music program.

P.E./Health & Nutrition curriculum is geared toward students mastering specific skills throughout the year. Programs like the Life Education Van, Professor Popcorn, Vision, Dental, and Hearing screenings enrich students understanding of the importance of health and wellness activities. Through the implementation of a Fresh Fruit and Vegetable Program grant, students are exposed to a variety of different fruits and vegetables. The school nurse and county nurse present a Human Growth and Development program offered to students in grades four through six.

2. Reading/English:

Marshall Elementary places heavy emphasis on reading instruction and literacy. We strive to build fluent readers with a lifelong passion for reading. This is accomplished through research-based strategies and instructional approaches that are applied throughout our comprehensive reading curriculum. Instructors understand that a successful reading curriculum addresses five areas of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. To ensure there are no gaps in our curriculum, we have developed a school wide standards-based curriculum map whereby each grade level builds upon skills taught previously.

A 90-120 minute block of time is reserved for daily reading instruction. Our Early Childhood Handicapped through second grade classrooms implement Animated Literacy, which incorporates songs, gestures, visuals, and writing to address all styles of learning. This program is supplemented in Pre-K through Kindergarten with Sing, Spell, Read, and Write. These programs make reading meaningful through shared reading experiences and provide a creative and engaging learning environment.

As our young readers grow and develop, more emphasis is placed on our basal reading series and the use of novel units to enhance reading skills in grades two through six. Comprehension, vocabulary, and fluency are addressed throughout our reading lessons. Teachers encourage students to make reading meaningful through guided reading lessons, which involve before, during, and after reading activities. In addition, teachers supplement with Accelerated Reader, Reading A-Z, Study Island, Book-It Program, and Weekly Reader. We feel these programs encourage our students to become lifelong readers.

A Multi-Tiered System of Support (MTSS) and flexible ability grouping are utilized to meet the needs of all students. Tier One is the basis for the reading experience for all students through whole class instruction. All students receive guided reading instruction and assessment. During Tier Two, flexible ability groups are implemented to differentiate instruction. The goal of this level is to provide instruction based on data obtained through PALS Assessment, MAPS, State Assessments and classroom assessments. Tier Three is reserved for those few students that need additional intensive and customized intervention.

Classroom-reading instruction is enhanced by various support systems. Breakfast Club and after school TEAM are two programs used to tutor and support students' reading development skills. Many students are involved in peer tutoring before and during school hours. The library media specialist hosts lunchtime book clubs for enrichment.

3. Mathematics:

The Marshall Elementary Math curriculum is based on Kansas State Department of Education Standards while also transitioning into the Common Core standards. It targets four areas, which are number sense and computation, algebra, geometry/measurement, and data analysis.

Rather than relying on the traditional basal approach to instruction, we have tailored a collaboratively based library of math materials and resources for teaching varied learning styles. This resource has been developed through years of investigation, professional education, and evaluation of test scores.

Marshall staff members realize children struggle with problem solving, so we implemented a school wide MAPS Program (Mark, Ask, Process or Procedure, Solution). This program provides reinforcement and repetition of skills. Research indicates this distributed practice (a few problems a day over a period of time) improves mastery and retention.

Using movement, our students learn math concepts while engaging the brain and using fine and gross motor skills. Examples of these activities include a ring toss using fractions, decimals, percent, and statistical analysis; a SCOOT game, which allows the students to scoot around the room while answering

questions based on math concepts; and a Money Around the Room game to practice counting coins and bills. Our teachers have been trained in Kagan Structures to increase student participation, accountability, and interdependence as well as teach social skills and team building. To prepare our students for lifelong learning, we focus on organizational skills, higher-level thinking, test taking skills, responsibility, and accountability.

Progressing into technology instruction, we use a library of computer programs and websites to integrate the math standards. These websites are utilized at school and at home to provide more individualized instruction and parental involvement. Programs such as Wild West Math and iPad applications, along with the websites Study Island and IXL Math are valuable tools to supplement teacher instruction. Our staff is constantly looking for new ways to meet our students' needs.

Since our school consists of a high percentage of low SES students, students are aided beginning in pre-kindergarten with individualized or small group instruction. Along with the MTSS Model, our school has implemented before and after school programs such as Breakfast Club and TEAM. We've also utilized peer tutors, tutors, and community helpers. Parents are kept up to date with progress reports, daily planners, online access to Power School grades, and the school website.

4. Additional Curriculum Area:

Many different instructional models are used to enhance Marshall's science curriculum. The Kansas State Science Standards and AAAS Literacy maps are taught through a variety of methods and student experiences. In an attempt to provide real world experiences for our students, we use web-based inquiry lessons, field investigations in the outdoor classroom, and application of knowledge through exposure to the maintenance duties of the school garden. Some of the projects associated with this garden would include terracycling, vermicomposting, and aquaponics. Students in grades 4-6 have an opportunity to participate in a summer enrichment camp.

The school-to-community connection is very strong at Marshall Elementary with the support of a wide range of individuals and organizations. The third and fourth grades have partnered with NRCS and the Army Corps of Engineers to provide awareness of local and global water quality issues. The sixth grade class participated in an international Fire & Ice Environmental idea exchange with students from Burkina Faso, Africa and Medellin, Columbia. The outdoor classroom consists of a wetland area, a study area complete with fossil-featured gazebo, and native forbs and grasses. Westar Energy provided materials and labor to build a bridge, which allows access to the wetlands for water experiments in the outdoor classroom. Our school worked with the county Solid Waste Committee to develop a countywide recycling program in which our school is a drop-off station.

Our students have proven to be strong performers on the state assessments. This is also true in the area of science. Fourth grade students earned the Standard of Excellence in science last year. Scores have improved since implementation of the science assessments. Students in the upper grades have participated in pilot assessments for West Ed, Foundations for 21st Century Assessments, and AAAS Project 2061 Assessments.

In an attempt to measure students' ability to conduct an experiment using the scientific method and their ability to conduct independent research, students are required to complete a project for the science fair. The students use Toulmin's Argument Model to support their research claim with evidence. Marshall students have taken projects to local, regional, and state competitions. Three students were included in the Broadcom MASTERS maiden competition held last year.

5. Instructional Methods:

Our common goal and vision at Marshall Elementary is to provide a learning community that promotes academic excellence. We strive to achieve this goal through a variety of student-centered instructional methods that reach each child's individual needs.

We assist student achievement by implementing Kagan cooperative learning strategies, MTSS (Multi Tiered Support System), before and after school tutoring, peer student support, differentiated instruction, small groups and ability grouping. We use kinesthetic activities, manipulatives, and technology.

Marshall teachers have been trained in the use of Kagan structures that enhance instruction and engage students in active learning. We feel that when students are engaged in learning, they are more successful. Some examples of these student engagement strategies that we utilize are Mix and Match, Show Down, Quiz-Quiz Trade, and Numbered Heads Together.

All students receive at least sixty minutes of reading and math instruction daily through their homeroom teacher. Tier Two reading and math provides small group instruction for students who need additional support. If a student needs further intervention, Tier Three provides individualized instruction for an additional thirty minutes. Movement between tiers is frequently monitored for an individual student's need based upon assessment and evaluation.

We offer a number of opportunities outside of the regular school day for tutoring and other academic assistance. These include Breakfast Club, which meets 30 minutes before the actual school day. TEAM, Together Everyone Achieves More, is an after-school program that assists students with their homework, classwork, and/or projects. These programs are funded by Title I and operated by numerous teachers.

Sixth-grade students are selected as peer tutors by their academic performance, and they work with younger students in need of extra help with their sight words, letters, numbers, multiplication facts and division facts. This fosters confidence within our students and helps build character.

Technology is making huge strides in today's society. We at Marshall have also embraced this challenge by incorporating technology into our daily instruction. We have two computer labs, which are accessed two hours a week for each class. Many teachers use this time to help build upon the academic needs of our students. We also have access to iPads and laptops to implement differentiated instruction. All classrooms are also equipped with an LCD Projector. Student success is our goal, and teachers and staff at Marshall look for the best methods to increase student achievement.

6. Professional Development:

Five years ago Marshall Elementary students scored just above the required minimum level for the Annual Yearly Progress (AYP). It was determined that it was necessary to look beyond the status quo to find the most effective methods to support students. It was important to have teachers, administrators, and staff trained in the most effective and engaging methods of instruction. It was believed that to accomplish this, a successful professional development program needed to be implemented. The first focus was to train teachers and staff in the implementation of instructional strategies in the classroom.

With district support, teachers and staff were trained continuously throughout the year. Once a month, the start time of the school day was delayed to give two hours of training in some aspect of school improvement. Several evenings, teachers gathered in small groups developing curriculum and strategies to use to support student learning. Teachers also worked a week in the summer fine-tuning the items they teach to better meet the needs of their students and to make sure no gaps existed. With the help of Southeast Kansas Education Service Center at Greenbush, teachers attended many days of training to better prepare them for instruction. National trainers were brought in to instruct them in strategies to improve student engagement. One such example that proved very successful was Kagan Cooperative

Learning. Teachers spent several summer days training to implement these strategies in the classroom. The district administration as well as the principal also encourages teachers and staff to take professional days to attend workshops throughout the year. The desire is to have the best-trained staff with ideas to support student success.

Sharing with other districts became an important part of our success at Marshall. Teachers and staff were given an entire day to visit other schools in the area to see what instructional strategies made them successful. Visiting classrooms and schools, as well as talking to administration and staff, proved invaluable to the success of our students. This process included the opportunity to share many of these ideas with educators from other buildings. Visitors come into our building and watch our teachers. This helps build a relationship allowing both educators to share ideas. Student success was the goal.

7. School Leadership:

So often the vision held by most about leadership is one of a person out front with all followers at various points behind. Although leaders are often in that position, we feel that the most effective leaders are shoulder-to-shoulder with others, making decisions from a position of knowledge and experience. It is difficult to be effective as a leader when sitting in the principal's office behind a desk or remaining isolated from the staff and students. Our principal feels the classroom is where an effective administrator spends most of the time. It gives the principal the chance to know the students, the opportunity to direct instruction, and the responsibility to understand the process of learning in each teacher's classroom. To be out front may be necessary, but we feel the best leaders will be found surrounded by those he/she "leads."

A quality administrator must also be able to listen. Many times the best leaders are considered to be the people who speak the most eloquently. When words flow easily, people are seen to be more intelligent or more effective. That is so often a misconception. Our principal tends to listen more than speak. The principal is aware of the vast resources around him, the ideas, the beliefs, and the expertise. School buildings are full of a great deal of expertise that the principal can draw on to make an informed decision. The principal listens to the ideas of others, then stops and makes a decision based on information as well as experience.

The principal of Marshall Elementary is someone who is willing to serve others. This is essentially someone who is driven by the idea that the people around them must have everything they need to be successful. Students have resources to help achieve success in the classroom, including a safe environment and a dedicated staff to direct the education process. Teachers and staff must have access to the time, materials, and training to help all students succeed. Our principal understands and supports the needs of those in the school. As we know from current issues today, providing everything that is needed may not always be possible, but our principal has the servant's attitude to work toward that goal whenever possible. Even when the needs seem small and insignificant, it is important that the principal shows the willingness to sacrifice for others.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	94	89	96	98	68
Exceeds Standard, Exemplary	77	56	71	80	32
Number of students tested	48	36	48	44	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	2	0	0	2	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	90	84	93	96	58
Exceeds Standard, Exemplary	70	52	70	63	25
Number of students tested	30	25	27	23	24
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	1			3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	2			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary					48
Exceeds Standard, Exemplary					20
Number of students tested	7	9	7	5	15
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1			1	
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	4	1		3
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kansas State Assessments

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	98	97	94	98	79
Exceeds Standard, Exemplary	80	61	50	53	52
Number of students tested	49	36	48	45	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	2	0	0	2	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	97	96	89	100	75
Exceeds Standard, Exemplary	67	64	54	35	48
Number of students tested	30	25	28	23	25
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	1			3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	2			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary					67
Exceeds Standard, Exemplary					46
Number of students tested	8	9	8	6	13
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1			1	
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	4	1		3
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	97	100	98	98	85
Exceeds Standard, Exemplary	89	85	89	92	59
Number of students tested	35	52	46	49	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	2	0
Percent of students alternatively assessed	3	0	2	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	96	100	96	96	75
Exceeds Standard, Exemplary	80	86	80	82	38
Number of students tested	25	28	25	22	16
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	1			1
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	3			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary				93	
Exceeds Standard, Exemplary				88	
Number of students tested	5	7	7	14	6
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	4		1	2	1
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	94	98	96	96	91
Exceeds Standard, Exemplary	83	75	74	78	65
Number of students tested	35	51	47	50	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	2	0
Percent of students alternatively assessed	3	0	2	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	92	100	92	88	88
Exceeds Standard, Exemplary	76	79	57	67	49
Number of students tested	25	28	26	24	16
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1				1
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	3			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary				71	
Exceeds Standard, Exemplary				50	
Number of students tested	5	7	7	14	6
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	4		1	2	1
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	100	94	90	91	59
Exceeds Standard, Exemplary	78	77	67	61	27
Number of students tested	50	48	48	33	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	2	2	0
Percent of students alternatively assessed	0	4	4	5	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	100	92	75	82	50
Exceeds Standard, Exemplary	76	65	58	47	9
Number of students tested	29	26	24	17	22
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1				3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	4	2	1		
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary			60		72
Exceeds Standard, Exemplary			40		19
Number of students tested	3	8	15	6	11
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested		1	2		2
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	98	100	89	100	67
Exceeds Standard, Exemplary	71	76	65	76	50
Number of students tested	49	47	46	34	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	2	2	0
Percent of students alternatively assessed	0	4	4	5	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	97	100	83	100	64
Exceeds Standard, Exemplary	73	65	66	61	30
Number of students tested	29	26	24	18	22
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1				3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	4	2	1		
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary			73		64
Exceeds Standard, Exemplary			47		27
Number of students tested	2	8	15	7	11
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested		1	2		3
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	96	90	88	87	74
Exceeds Standard, Exemplary	67	60	70	48	36
Number of students tested	45	48	33	48	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	0	2
Percent of students alternatively assessed	2	4	5	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	92	86	83	72	68
Exceeds Standard, Exemplary	54	58	50	22	25
Number of students tested	24	28	18	18	19
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	2			1
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	3			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary		79		91	
Exceeds Standard, Exemplary		36		26	
Number of students tested	4	14	8	11	9
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	2	2		1
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	100	96	97	94	81
Exceeds Standard, Exemplary	70	69	76	60	54
Number of students tested	46	49	34	48	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	0	2
Percent of students alternatively assessed	2	4	5	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	100	96	90	83	79
Exceeds Standard, Exemplary	64	71	58	55	41
Number of students tested	25	28	19	18	19
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	2			1
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	3			
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary		93		91	
Exceeds Standard, Exemplary		43		64	
Number of students tested	4	14	8	11	9
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested					
6. Multi-Racial					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	2	2	1	1	1
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	96	93	93	93	70
Exceeds Standard, Exemplary	77	70	74	70	36
Number of students tested	178	184	175	174	167
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	5	5	4
Percent of students alternatively assessed	1	2	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	94	90	87	87	61
Exceeds Standard, Exemplary	70	65	65	55	23
Number of students tested	108	107	94	80	81
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	5	4	0	0	8
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary		100			
Exceeds Standard, Exemplary		49			
Number of students tested	9	10	1	0	0
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	100	84	75	94	66
Exceeds Standard, Exemplary	54	55	45	64	25
Number of students tested	19	38	37	36	41
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	0	0	1	0
6.					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	8	7	6	2	7
NOTES:					

12KS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	97	97	93	96	78
Exceeds Standard, Exemplary	75	70	65	66	54
Number of students tested	179	183	175	177	161
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	5	5	4
Percent of students alternatively assessed	1	2	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	96	98	88	92	75
Exceeds Standard, Exemplary	69	70	58	54	41
Number of students tested	109	107	97	83	82
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	5	3	0	0	8
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary		100			
Exceeds Standard, Exemplary		80			
Number of students tested	9	10	1	0	0
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	94	97	76	84	65
Exceeds Standard, Exemplary	78	60	42	55	38
Number of students tested	19	38	38	38	39
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	1	0	0	1	0
6.					
Meets Standard, Exceeds Standard, Exemplary					
Exceeds Standard, Exemplary					
Number of students tested	8	7	5	3	8
NOTES:					

12KS1